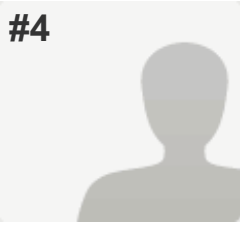


#4



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Started: Friday, June 05, 2015 12:14:17 PM

Last Modified: Friday, June 05, 2015 1:06:34 PM

Time Spent: 00:52:16

IP Address: 173.23.65.205

PAGE 2

Q1: 1a. TLC Local Plan Measure (1)

Attract and retain high-quality teachers.

Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

During the 2013-2014 DCSD's teacher retention rate was approximately 58%. Of the 61 1st year teachers hired by DCSD this year, only 4 have resigned. This is a first year teacher retention rate of 93% for the 2014-2015 school year. We plan to conduct informal exit interviews with the four teachers who have elected to leave the district. We are working with the Human Resources department to create a formal exit survey that teachers who leave the district will complete electronically in the future. We have a draft of this survey and plan to have it in place by the conclusion of the 2015-2016 school year. We have created an MOU that partnering universities sign when placing student teachers in Davenport to increase support provided to new teachers. The MOU has been signed and we are actively working to increase our collaboration with partnering universities. One of the TLC Lead Support Teachers has taken over student teacher placement in DCSD for the 2015-2016 school year and will be placing them with our Model Teachers. A TLC Lead Support Teacher has also taken over the New Teacher Induction Program to fully integrate, connect, and support new teachers in their first two years of teaching.

PAGE 3

Q4: 2a. TLC Local Plan Measure (2)

Promote collaboration among teachers.

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Impact of TLC Plan

Q6: 2c. Description of Results (2) (limited to 3000 characters)

The Data Team process in Davenport has been supported by the TLC program. We have assigned Lead Teachers to Data Teams to not only increase their collaboration, but focus the conversations around good instruction. In addition, the TLCS program has incorporated the use of the National Institute for Excellence in Teaching's Best Practice Instructional Rubric (NIET Rubric) as a common language for professional conversations surrounding student achievement and teaching strategies. During the 2014-2015 school year there were 244 identified teacher leaders in our district. We have identified 256 teacher leaders for the 2015-2016 school year already, with plans to add additional Model Teachers after the year begins. In March 2015 we conducted a survey (to replace the CTQ survey) which included questions about collaboration. The survey results were as follows: 765 teachers participated in the survey, 256 teachers commented, of those comments 77 comments were positive and 140 were constructive, totaling 85% of teachers with positive and constructive comments. This demonstrates increased teacher voice in decision making and collaboration in Davenport.

PAGE 4

Q7: 3a. TLC Local Plan Measure (3)

Reward professional competencies with appropriate compensation.

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Impact of TLC Plan

Q9: 3c. Description of Results (3)(limited to 3000 characters)

In our first year of implementation, we were able to identify 244 teacher leaders in Davenport. After an annual review, only 11 teachers left leadership positions. Of those 11 teachers, 1 retired, 3 moved, 1 had to resign due to illness, and 6 stepped down by choice. This is a teacher leader retention rate of 95% for the 2014-2015 school year. In filling the positions created by this movement, more teachers applied for the positions than were available to hire. This demonstrates that teacher leadership positions are desirable and that the compensation is attractive. In March 2015 we conducted a survey (to replace the CTQ survey) which included a comment section about the overall view of the TLC System. The survey results were as follows: 765 teachers participated in the survey, 256 teachers commented, of those comments 77 comments were positive and 140 were constructive, totaling 85% of teachers with positive and constructive comments. This demonstrates that teachers in Davenport approve of the system and had constructive comments for continual investment and improvement of the Davenport TLC plan. The comments were used to refine and focus our work moving forward in Year 2.

PAGE 5

Q10: 4a. TLC Local Plan Measure (4)

Improve student achievement through improved teacher instruction.

Q11: 4b. To what extent has this measure been met?

(no label)

Somewhat Met

Impact of TLC Plan

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Davenport's Iowa Assessment Data is as follows: 4th grade reading in 2014 was 53.1% and in 2015 was 56.1%, representing an increase of 3%. 4th grade math in 2014 was 48.1% and in 2015 was 46.0%. This is a decrease of 2.1%. 4th grade science in 2014 was 49.4% and in 2015 was 54.7%. This is an increase of 5.3%. 8th grade reading in 2014 was 67.5% and in 2015 was 60.8%. This is a decrease of 6.7%. 8th grade math in 2014 was 40.0% and in 2015 was 47.9%. This is an increase of 7.9%. 8th grade science in 2014 was 64.3% and in 2015 was 54.2%. This is a decrease of 10.1%. 11th grade reading in 2014 was 30.4% and in 2015 was 34.1%. This is an increase of 3.7%. 11th grade math in 2014 was 54.5% and in 2015 was 60.1%. This is an increase of 5.6%. 11th grade science in 2014 was 37.6% and in 2015 was 60.0%. This is an increase of 22.4%. SRI/SMI data was not reliable this year due to faulty assessment products. DIBELS data is as follows: The overall composite went from 65% to 61% of second graders in the district. However, we have seen growth in 4 elementary buildings from 2013-2014 and growth in 8 buildings from 2014-2015. DCSD is transition from SRI/SMI/DIBELS to the FAST Assessment in upcoming years. Teachers have reported increased satisfaction and quality of professional development provided by the TLC System. During the 2014-2015 school year 143 teacher leaders became certified in the NIET Best Practice Instructional Rubric. 106 Model Teachers demonstrated excellence in practice through a rigorous evidence-based selection process which encompassed components of National Board Certification.

PAGE 6

Q13: 5a. TLC Local Plan Measure (5)

Respondent skipped this question

Q14: 5b. To what extent has this measure been met?

Respondent skipped this question

Q15: 5c. Description of Results (5)(limited to 3000 characters)

Respondent skipped this question

PAGE 7

Q16: 6. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

We have used the data collected during our first year of implementation to further define and refine our TLC plan moving forward. The information gathered shows support for what we have done and a readiness to deepen our work with the NIET Instructional Rubric. This year we have laid the groundwork and built a culture of collaboration and support so that next year all teachers are ready to increase our instructional conversations and impact. Year 2 has been titled, "The Year of Making Connections" meaning that our TLC system will use the NIET Instructional Rubric to connect all of our district's initiatives into one cohesive movement to better teacher instruction and positively impact student achievement.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

The most powerful indicator of the work we have done this year culminated in a panel discussion we hosted for our LSIAC (Local School Improvement Advisory Committee) on May 19, 2015. We did not direct panel members what to say, we only asked that they share their experiences with the TLC System from their perspective. The 11-member panel included: an elementary school principal, an intermediate school principal, a math coach, a technology integration lead teacher, an elementary mentor and the first year teacher she has mentored this year, a high school lead teacher and a veteran teacher she has supported this year, two model teachers (one from high school and one from an elementary school), and a veteran career teacher. After a brief overview of the system from one of the district lead support teachers, each panel member shared their story, work, and view of the impact of the TLC system. The principals spoke about the importance of shared leadership and how having teacher leaders have improved their buildings; they shared that they can no longer imagine a functioning building without teacher leaders. The math coach and technology integration lead teacher talked about the impact they have been able to make working with individual buildings and teachers. The math coach shared that the buildings she has worked with on math instruction all saw improvement in their students' math scores on the Iowa Assessments. The first-year teacher shared that college underprepared her to enter the teaching profession and that she relied heavily on her mentor for support in many areas. She shared that without having her mentor in her building, she probably would have quit teaching. Her mentor shared that seeing all the success her mentee has made this year was rewarding and that she also grew from the experience. The lead teacher

Impact of TLC Plan

shared the struggles of taking on an unknown position, but that as the year progressed it grew into something amazing. The professional development she and her leadership gave to the staff was well received and impactful. The veteran teacher shared that after one of those professional developments on classroom management, he felt comfortable enough to reach out to her to continue his growth. He shared that her being able to come to his classroom to model, co-teach, and plan with him made a positive impact on his instruction. The model teachers shared the impact the rigorous selection process made on them. It forced them to look at their teaching from a new lens and made them more reflective teachers. They also shared that the teachers who have come to observe them have gained materials and insight, and also that by having visitors they too gained insight from the collaborative conversations after an observation. The career teacher shared that she has used the TLC system to improve her instruction and continue her growth. Although she has taught for a long time, this is her first year teaching elementary PE. She worked with lead teachers to gain release time to visit model PE teachers in other buildings, and had a lead teacher come to her class and co-teach with her. She shared how she gained new perspective from each experience and how small changes to her instruction positively impacted the students in her classes. Listening to the panel demonstrated that the TLC vision we described in our plan has become our district's reality. All of the stakeholders have been impacted by this change. Our increased collaboration at all levels has brought our district vision together and we are excited to continue on this TLC journey together.

Impact of TLC Plan

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

PAGE 8

Q19: Name of School District:	Davenport Community School District
Q20: Name of Superintendent	Dr. Arthur Tate
Q21: Person Completing this Report	Cari Johnson
Q22: Date of Submission	6/5/2015